Creative Curriculum Redesign: Three Year Outcomes of Applied Quality & Safety Curriculum Integration in Two First Year Generalist Nursing Courses (2014-2016)

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OBJECTIVE
To describe implementation and outcomes of integrating quality and safety healthcare improvement in a pre-licensure master’s program over a 3-year period.

BACKGROUND
• IOM Nurse of the Future report calls for nurses to become “clinician-scholar-improvers.”
• AACN Essentials requires the master’s degree graduate to analyze, implement, and lead quality improvement initiatives.
• Nursing faculties are challenged by lack of training and experience in healthcare improvement science and by significant cost and credit hours constraints.
• Coaching approaches have been used in healthcare improvement to facilitate and guide clinical improvement teams- this could be adapted to educational settings.

METHODS
• A faculty expert in healthcare improvement science served as coach and collaborator to faculty course coordinators of 2 first year pre-licensure master’s nursing courses.
• A concise primer, Introduction to Quality and Safety (IQS) provided introductory content, designed to precede IHI Basic Certificate modules in subsequent courses.
• To accommodate time, content, and workload constraints, activities were divided and sequenced across two courses which ran in succession during the first year.

RESULTS
• Content knowledge was assessed with online quizzes, perceived skills pre-/post-IQS modules via self report survey, and MAT exercise satisfaction and perceived effectiveness via self-report survey.
• Selected results shown for knowledge proficiencies from IQS quizzes.

CONCLUSIONS
• Minimal structural, resource, and workload demands with rapid implementation and sustainability.
• Favorable knowledge and perceived skill development and satisfaction results.
• Practical, context-specific design method which has potential for replication in other health professions education settings.